DOCUMENT RESUME

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ABSTRACT

The bibliography contains references to curriculum guides selected from Exceptional Child Education Abstracts. One in a series of over 50 similar selected listings, the bibliography cites curriculum guides primarily applicable to the education of the mentally handicapped, aurally handicapped, learning disabled, or gifted. Each entry contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)

ED051592

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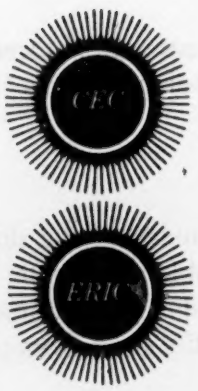

CURRICULUM GUIDES

A Selective Bibliography

February 1971

EC 032 429

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC ERIC Information Center on Exceptional Children.

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300,4-71

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ABSTRACTS

ABSTRACT 10018

EC 01 0018 ED 011 153
Publ. Date 65 59p.
Barsch, Ray H.
A Movigenic Curriculum.
Wisconsin Board Of Education, Madison, Pupil Services
Wisconsin Dept. Of Public Instr., Madison. Bur. For Hand.
Wisconsin Univ., Madison, Dept. Of Counseling And Behav.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; learning; curriculum; perceptual motor learning; learning difficulties; perceptual motor coordination; physical development; physical activities; experimental programs; underachievers; handicapped children; neurologically handicapped; physical fitness; learning activities; special programs

A physiological approach to the education of children with special learning difficulties was the basis of an experimental curriculum. The learner was seen as a space oriented being with a physiological makeup designed to travel through educational space, processing information to his progressive advantage. Eight constructs serve as a nucleus for a theory of movement, and special activities programed in each area are detailed. The movigenic curriculum is a supplement to the existing curriculum. Two groups of six elementary grade, normal ability children with learning problems spent 6 hours weekly for 1 school year in this program. Nine of these 1i were neurologically impaired. A third group of six preschoolers met for one half year. A third group of six was not attempted but was planned as a later, second stage. (HJ)

ABSTRACT 10052

EC 01 0052 ED 012 116
Publ. Date Apr 64 131p.
Curriculum Guide--Trainable Retarded.
Stockton Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; vocational education; scheduling; teaching guides; facilities; elementary grades; secondary grades; prevocational education; curriculum guides; classroom arrangement; admission criteria; equipment; units of study (subject fields); instructional materials; records (forms); trainable mentally handicapped; activities; San Francisco Social Competency Scale

Schedules in chart form for trainable children in orientation, primary, and intermediate groups show topic areas and activities along with instructional materials and suggestions. At the terminal-secondary level, the vocational program is discussed, and daily schedules and weekly units for yearly planning are presented. Topic areas, activities, instructional materials, and suggestions are outlined for terminal-secondary units on homemaking and good grooming. The San Francisco Social Competency Scale which evaluates self help, initiative-responsibility, social skills, and communication is included. The guide also includes sample student evaluation forms and lists of suggested facilities, equipment, and instructional materials. (MY)

ABSTRACT 10089

EC 01 0089 ED 012 135
Publ. Date 65 58p.
Pre-Cane Mobility and Orientation Skills for the Blind.
Michigan School For The Blind, Lansing
Michigan State Dept. Of Educ., Lansing
EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; curriculum; blind; travel training; curriculum guides; skills; lesson plans; children; records (forms); visually handicapped mobility; visually handicapped orientation; elementary grades; skill development; learning activities; resource materials

Units, activities, lesson plans, and resource materials to help elementary teachers reinforce instruction in basic pre-cane mobility and orientation skills are presented. Appendixes include definition of terms, orientation and mobility check list with teacher instructions, suggestions for guiding blind individuals, suggested summer activities in orientation, and mobility skills for primary and intermediate blind children. A 97-item bibliograhy is included, along with lists of instructional manuals and records. (CG)

ABSTRACT 10092

EC 01 0092 ED 014 163
Publ. Date 64 234p.
Guide for Social Studies and Science-Health, First Year Junior High School Special Curriculum.
Baltimore City Public Schools, Md. Div. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; social studies; health; curriculum guides; educable mentally handicapped; secondary grades; health education; instructional materials; lesson plans; occupational information; safety education; science units; social studies units; units of study (subject fields); junior high school students; Baltimore

This curriculum guide for junior high educable mentally handicapped students provides information on teaching procedures, suggestions for planning supplemental units, types of lessons, and evaluation. Individual units include the information content, suggestions for background study, specific teaching plans, discussion questions, assignments, activities, and reference and supplemental materials. Units presented are (1) school, class, and subject orientation, (2) my home and my family, (3) transportation, (4) Baltimore, its history and landmarks, (5) geography review, (6) introduction to occupational information, (7) living things, (8) understanding electricity, (9) personal hygiene, (10) health safety in home and community. (VO)

ABSTRACT 10096

EC 01 0096 ED 011 428
Publ. Date 67
Schattner, Regina
Creative Dramatics for Handicapped Children.
EDRS not available

Descriptors: exceptional child education; language arts; dramatic play; creative dramatics; handicapped children; music activities; teaching guides; enrichment; enrichment activities; dramatics

By providing instructions and sample scripts, the author shows teachers how to broaden the environment of handicapped children through dramatic play. Techniques of play planning, materials, adaptations for handicapped children, play organization, and play presentation are discussed. Nine play scripts and four musical reviews developed by handicapped children are included. A listing of suggested resources includes songbooks, music books, records, and rhymes and poetry. This document is available from John Day Co., New York, New York, for $4.50. (JA)

ABSTRACT 10118

EC 01 0118 ED 016 317
Publ. Date 64 285p.
A Curriculum Guide for Teaching Trainable Mentally Retarded Children. Experimental Copy.
Los Angeles City Schools, California, Spec. Educ. Br.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; instructional materials; parent teacher conferences; records (forms); report cards; perceptual motor learning; perceptual development; self care skills; cognitive development; communication skills; social adjustment; social development; creative expression; vocational education; homemaking skills; parent counseling; classroom environment; lesson plans; evaluation methods; evaluation; glossaries

Presenting an outline of suggestions, activities, teaching aids, and guidelines fo effective program planning, this curriculum guide is developmental, sequential, and spiral so that each subject area is taught, reinforced, and enriched throughout the program. Designed for

trainable mentally handicapped children, major areas are motor development, perceptual training, cognitive skills, self help, communication, social-emotional development, individual expression, and practical skills. Each section includes areas to be developed, suggested activities, materials and resources, and an evaluation sheet. A correlated unit of the eight major areas is presented. A chart shows the mental, physical, and social traits of the trainable mentally handicapped child. Lists of national, state, and local agencies and a bibliography of parent education are included in a chapter emphasizing the role of parents. Additional sections present suggestions for the establishment of good classroom environment, lesson plans, grouping, time schedules, selection and placement, evaluation forms and sample report cards, and a checklist for teachers to follow in parent conferences. A glossary and a selected bibliography of 158 items are included. This document is available from the University of Southern California's bookstore, Los Angeles, California. (JZ)

ABSTRACT 10292

EC 01 0292 ED 017 098
Publ. Date 67
Bernstein, Bebe
Everyday Problems and the Child with Learning Difficulties.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; curriculum guides; problem solving; self care skills; concept teaching

The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experiential background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways--as situation problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, meaningful vocabulary, concrete learning aids, additional activities, and visual aids. Thirty-eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form--materials, method, solution, learning aids and environmental vocabulary, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why paint things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics or problems that may lead to further exploration. This document was published by the John Day Company, Inc., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (DF)

ABSTRACT 10338

EC 01 0338 ED 012 995
Publ. Date 66 128p.
Gibbony, Hazel I.
Enrichment--Classroom Challenge.
Ohio State Dept. Of Education, Columbus
EDRS mf,hc

Descriptors: exceptional child education; curriculum; gifted; enrichment activities; teaching guides; elementary grades; secondary school science; social studies; English; Latin; instructional media; community resources; Columbus

This manual contains suggestions for enrichment in language arts, social studies, science, arithmetic, foreign languages, art, and music at the elementary level and in English, social studies, science, mathematics, modern languages and Latin, art, and music at the secondary level. Additional sections include information on the use of community resources, sources for pen pals, instructional media, and the library. Activities are designed for individuals, small groups, and entire classes. The manual may be used by regular teachers, teachers of the gifted, and students. More than 50 bibliographic items are listed. (RM)

ABSTRACT 10339

EC 01 0339 ED 013 515
Publ. Date 63 159p.
Teachers' Guides, World History for the Academically Talented, Advanced Placement European History.
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. Social Studies
EDRS mf,hc

Descriptors: exceptional child education; curriculum; gifted; social studies; advanced placement; curriculum guides; european history; world history; units of study (subject fields); instructional materials; adolescents; secondary grades; Columbus

Prepared by teachers and supervisors working with a 2-year demonstration project, this document contains guides for a world history course (prehistory to early 20th century) for the gifted and an advanced placement course in European history (ancient civilization to early 20th century). Students are expected to study historical issues and develop research skills, scholarship, and ability in the preparation of reports and essays. In the Gifted Course, learning process is stressed. Mastery of content and the use of advanced analytic techniques are aims of the advanced placement course. Each course is scheduled for two semesters. For the units of each course, time allotments, outline of topics, readings, learning aids, discussion and study questions, and map studies are provided. Supplementary reading lists are included. (RM)

ABSTRACT 10341

EC 01 0341 ED 013 517
Publ. Date 63 260p.
Teachers' Guides, Ninth Grade Plane and Solid Geometry for the Academically Talented.
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Cleveland Public Schools, Ohio, Div. Of Mathematics
EDRS mf,hc

Descriptors: exceptional child education; mathematics; gifted; plane geometry; solid geometry; curriculum guides; units of study (subject fields); grade 9; program evaluation; accelerated courses; Columbus

A unified two-semester course in plane and solid geometry for the gifted is presented in 15 units, each specifying the number of instructional sessions required. Units are subdivided by the topic and its concepts, vocabulary, symbolism, references (to seven textbooks listed in the guide), and suggestions. The appendix contains a fallacious proof, a table comparing Euclidean and non-Euclidean geometry, projects for individual enrichment, a glossary, and a 64-item bibliography. Results of the standardized tests showed that the accelerates scored as well or better in almost all cases than the regular class pupils, even though the accelerates were younger. Subjective evaluation of administration, counselors, teachers, and pupils showed the program was highly successful. (RM)

ABSTRACT 10355

EC 01 0355 ED 014 835
Publ. Date 65
Baumgartner, Bernice B.
Guiding the Retarded Child, an Approach to a Total Educational Program.
EDRS not available

Descriptors: exceptional child education; teaching methods; curriculum; mentally handicapped; educable mentally handicapped; curriculum guides; educational objectives; learning activities; physical education; preschool children; scheduling; special classes; teacher evaluation; teacher responsibility; teacher role; teaching procedures; teaching guides; educational programs

An approach to educating the mentally retarded child, with the emphasis on providing a comprehensive educational program based on creating a home-school-community environment is presented in this book addressed to special education and special subject teachers, to the regular classroom teacher with a mentally retarded child in his class, and to administrators, parents, and other professionals working with the mentally retarded. The role and functions of the teacher, as he creates a beneficial environment for learning, form the first area

of consideration. The use of social communication as the key to experience is discussed. Recording observations, writing reports, and preparing daily plans is explained and shown to be necessary for plotting a realistic long-range course. The importance of scheduling time is noted. The following section deals with specific subjects, both academic and those fostering creative and recreational growth. The comprehensive environment approach is related to the language arts, social studies, arithmetic, science, physical education, music, art, homemaking, and occupational education. The final section enumerates and describes appropriate learning situations and discusses the total program concept. Selected references for professionals and students are included in some chapters. This document was published by the John Day Co., New York, New York, and is available for $6.95. (MS)

ABSTRACT 10359

EC 01 0359 ED 015 579
Publ. Date 65
Ginglend, David R; Stiles, Winifred E.
Music Activities for Retarded Children, a Handbook for Teachers and Parents.
EDRS not available

Descriptors: exceptional child education; curriculum; mentally handicapped; music; music education; teaching guides; applied music; children; dance; educable mentally handicapped; instructional materials; music activities; singing; trainable mentally handicapped

Designed to assist in the initiation of a developmental beginning music program for mentally retarded or young normal children, this handbook has grouped all songs under 12 themes of importance for children--(1) All About Me, (2) Listen, (3) Ten Little Fingers, (4) I Can--Can You, (5) Holidays Are Happy Days, (6) Things to Learn, (7) Let's Make Music, (8) Now Let's Play, (5) Quiet Time, (10) Let's Pretend, (11) Just for Fun, and (12) Come to the Party. Several simple folk dances are presented. Other musical activities, such as using a record player, autoharp, and percussion instruments, are described. Supplementary materials (books, recordings, and instruments) are listed. This document was published by Abingdon Press, Nashville, Tennessee, and is available for $3.50. (UM)

ABSTRACT 10361

EC 01 0361 ED 015 580
Publ. Date 65
Bernstein, Bebe
Readiness and Reading for the Retarded Child.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; reading; readiness (mental); educable mentally handicapped; teaching guides; reading instruction; curriculum guides; beginning reading; children; classroom environment; curriculum; enrichment activities; instructional materials; learning activities; lesson plans; primary education; primary grades; reading development; reading materials; reading programs; reading readiness; teaching procedures; workbooks

Designed to accompany two workbooks, this teacher's book and manual presents a functional approach to readiness and reading for young educable retarded children. The workbooks themselves offer preparatory activities for children at the readiness level and sequential activities and materials for those at the beginning reading stage. The teacher's book supplies background material for both workbooks, deals with a favorable classroom atmosphere, and includes the contents of both workbooks. The theme of the workbooks centers around the home providing meaningful material to the child. The topics considered are Family Health and Hygiene, Eating Habits and Food, Recreation in the Home, Living in a House, Safety in the Home, Care of Clothes, and Manners and Courtesy. An explanation of the construction of the reading materials presented in the workbooks gives general and specific directions to the teacher. The recommended method (general considerations, directions for the actual lessons, and suggested application of the lessons) is presented. In considering the implementation of the theme, the book outlines the objectives, includes topic lesson sheets, suggests enrichment experiences and activities, and lists related references and materials. A discussion of classroom management is included. The vocabulary and concepts related to each topic area for the reading group are listed. This document was published by the John Day Co., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (MY)

ABSTRACT 10365

EC 01 0365 ED 001 419
Publ. Date 20 May 66 285p.
Lien, Norman S.
Course of Study and Curriculum Guide for Teachers of the Educable Mentally Retarded.
Santa Cruz Co. Supt. Of Schools, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; educable mentally handicapped; children; resource materials; elementary grades; instructional materials; secondary grades; state legislation; student characteristics; social adjustment; practical arts; music education; art education; science; arithmetic; social studies; health education; physical education; language arts; Santa Cruz

Designed to translate the broad objectives of the county course of study into reasonable expectations for the child with retarded mental development, this curriculum guide lists applicable state legislation, and includes a discussion of the characteristics of the educable mentally retarded child. The course of study presents the scope, sequence, and objectives for these subject areas--social studies, health and safety, language arts, physical education, arithmetic, practical arts, art and music, and science. For each subject area, each level (primary, intermediate, and advanced) is charted according to content, pupil activities, unit activities, language arts, arithmetic learnings, and materials and resources. (JZ)

ABSTRACT 10367

EC 01 0367 ED 016 320
Publ. Date 64 92p.
Cross, Jacque L.; Allen, Amy A.
A Curriculum Outline for Secondary Slow Learning Programs.
Ohio Dept. Of Educ., Columbus, Div. Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; slow learners; educable mentally handicapped; educational objectives; secondary education; secondary grades; secondary schools; state curriculum; mathematics; English; social studies; sciences; social development

Designed to aid school systems in the development of curriculum guides for slow learners, this curriculum outline presents content for grades 9, 10, 11, and 12 in English, mathematics, social development, social studies, and science. Details concerning activities, enrichment aids, and teaching methods are to be developed by the user. Five references are given. (VO)

ABSTRACT 10382

EC 01 0382 ED 014 182
Publ. Date 66 316p.
Connor, Frances P.; Talbot, Mabel E.
An Experimental Curriculum for Young Mentally Retarded Children. TC Series in Special Education.
Columbia Univ., New York, New York, Teachers College
OEC-SAE-6444
EDRS mf,hc

Descriptors: exceptional child research; preschool children; curriculum; mentally handicapped; educable mentally handicapped; curriculum development; preschool education; classroom environment; curriculum guides; educational research; experimental curriculum; intellectual development; learning processes; preschool curriculum; preschool programs; rating scales; special classes; program descriptions; teaching methods

A description of a special education program for preschool educable mentally retarded children is reported together with an account of its development in experimental classes in New York City. The experimental curriculum was the independent variable of a research project to study the effects of group experience upon young retardates. The two basic objectives covered in this report are to discover the amount and kinds of learning within the classroom (activities of daily living, academic learning and readiness, social and emotional adjustment, speech development, listening skills, oral comprehension, and vocabulary growth) and to determine appropriate curriculum and teaching methods.

The curriculum guide section has subcategories on intellectual development, imaginative and creative expression, social development, emotional development, manipulative development, gross motor development, and self help which contain 190 items arranged in five-point developmental scales for the teacher to use in viewing teaching-learning processes. The items in the curriculum guide are implemented in action settings. These include discussion periods, group handwork projects, free play, juice time, playground and gymnasium activities, story telling, swimming, cooking, and trips. The importance of behavioral goals of motivation, attention, perseverance, problem solving, concept development, and oral communication is stressed. The program's organization and management is discussed, as are the various evaluative methods used. A reference list of 60 items is included. This document is published by the Teachers College Press, Teachers College, Columbia University, New York, New York, and is available for $3.25. (RS)

ABSTRACT 10401

EC 01 0401 ED 012 544
Pub. Date 67 65p.
Jones, Philip R., Ed.
Areas of Instruction for Trainable Mentally Handicapped Children.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; trainable mentally handicapped; curriculum guides; units of study (subject fields); home economics skills; language development; self care skills; social adjustment; music; art; handicrafts; Champaign Community Schools

Unit outlines for six major areas of the trainable curriculum are presented. Units on self care, economic usefulness, language development, social adjustment, music, and arts and crafts are designed for children whose chronological ages range between 5 and 21 years and whose mental ages are between about 2 1/2 to 8 years. Unit outlines, covering content lasting approximately 4 years, contain objectives, outline of content, sources of information, steps for evaluation, and importance of the unit. The appendix includes a guide for field trips, a sample daily schedule, a progress report form, and conference record forms. (JL)

ABSTRACT 10479

EC 01 0479 ED 014 175
Publ. Date 65 153p.
Smaltz, Janet M., Ed.
Classes for Educable Mentally Handicapped Children--Guides to Special Education in North Dakota. Part II.
North Dakota State Dept. Pub. Instr., Bismarck
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; mentally handicapped; curriculum guides; administrator guides; educable mentally handicapped; teaching guides; educational equipment; educational objectives; instructional materials; junior high schools; program administration; secondary education; senior high schools; teacher certification; work experience programs; program planning; Bismarck

The first section of this administrative and curriculum guide presents basic information for school administrators and teachers of mentally retarded children. Selection criteria, intelligence testing, administrator, parent and teacher cooperation, the retarded child's potential for academic achievement, teaching suggestions, daily schedules, progress reports, and reference lists for parents and teachers are discussed. Section 2 provides detailed instructions for planning classes in the junior and senior high schools. Educational goals, staff and community orientation, management of the homeroom (class size, class space, grading, pupil eligibility and promotion, teacher qualifications, and integrated activities), and the work-experience program are described. A 17-item bibliography is included. The last section presents curriculum objectives, instructional materials, and suggestions for citizenship, social studies, arithmetic, communication skills, science, physical education, music, arts and crafts, shop, homemaking, and driver education. Bibliographies are provided for all curriculum areas. Sample forms are included. (RS)

ABSTRACT 10484

EC 01 0484 ED 011 718
Publ. Date 65 67p.
Alcorn, Dewaine
Special Education Curriculum Guidelines for Teachers of Educable Mentally Retarded Children in Nebraska.
Nebraska State Dept. Of Education, Lincoln
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; educable mentally handicapped; records (forms); arithmetic; language arts; social development; health education; vocational education; art education; safety education; instructional materials; Lincoln; skill development; children

Prepared by a 1965 summer workshop at the University of Nebraska, this guide lists specific skills and understandings to be developed in seven subject areas. In each area, skills and understandings are divided into a primary level, an intermediate level, and an advanced level. Workbooks and materials, vocabulary lists, games and equipment, and teacher reference sources are listed. Examples of forms for gathering pupil information, for use in parent conferences, and for evaluation of this curriculum guide are included. (MY)

ABSTRACT 10491

EC 01 0491 ED 014 172
Publ. Date 66 235p.
A Design for Daily Living. Curriculum Guide for Children and Youth with Intellectual Disabilities.
Duval County Schs., Jacksonville, Fla.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum guides; educable mentally handicapped; handicapped; prevocational education; secondary grades; social studies; units of study (subject fields); consumer education

Secondary level curriculum is based on occupational education and covers the topics of consumers in the trading area (grade 7), jobs in the trading area (grades 8 and 9), occupational readiness (grade 10), family and community living (grade 11), and the worker as a citizen (grade 12). Within each topic area, units are structured around problems for which suggested activities, suggested vocabulary, related skills, and instructional materials are outlined. The appendix provides supplementary materials such as weekly and yearly planning charts, job analysis schedule form, outline of the program at Duval County School, and an outline of job areas in Duval County, based on records of employment of former students. (MY)

ABSTRACT 10559

EC 01 0559 ED 021 348
Publ. Date 64 718p.
The Slow Learning Program in the Elementary and Secondary Schools.
Cincinnati Public Schools, Ohio
EDRS mf,hc
CPS-CURR-BULL-119

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; program planning; educable mentally handicapped; instructional programs; health education; safety; language arts; reading; arithmetic; citizenship; homemaking education; adjustment (to environment); leisure time; prevocational education; consumer education; travel training; social studies; sciences; teaching techniques; learning; vocational education; junior high schools; senior high schools; primary grades; intermediate grades; curriculum guides; art appreciation; verbal communication; communication (thought transfer); art; English; physical environment; family life education, learning activities; money management

The curriculum guide defines its organization and use, curricular approach, and the teaching methodology for special classes of slow learners (educable mentally handicapped) in the Cincinnati Public Schools. The instructional program is built around 12 persisting life problems: health, safety, communication, citizenship, family life, social relationships, physical environment, cultural activities, leisure, livelihood, money management, and travel. Both general and detailed learning outcomes plus suggested activities are given for four age groups (6 to 9 years, 10 to 12, 13 to 15, and 16 to 18). Use of the curricular content in daily classroom programs is illustrated by sample teaching units which employ content from several of

the persisting life situations. Suggested teaching units for various subject areas are listed, and guide for organizing the daily classroom program are presented. (TS)

ABSTRACT 10617

EC 01 0617 ED 024 176
Publ. Date (67) 107p.
Meyen, Edward L.; Carr, Donald L.
The Newspaper. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-2

Descriptors: exceptional child education; mentally handicapped; teaching methods; curriculum; language arts; educable mentally handicapped; curriculum guides; instructional materials; vocabulary; learning activities; newspapers; lesson plans; current events; core curriculum; communication skills; mass media

Supplementing language arts for the educable mentally handicapped, the guide provides a representative unit on newspapers with core area activities, vocabulary, and 33 lesson plans. Subtopics include community orientation, occupations, leisure time and recreation, weather, local history, money management, homemaking and home repair, transportation, social issues, place relationships, famous personalities, safety, and health. For each unit, objectives, activities, and resource materials are specified. Following the unit are a glossary of terms, a bibliography for teacher resources and reference, a bibliography and a supplemental reading list for students, and a list of films and filmstrips. Forms for teacher evaluation of the guide are included. (LE)

ABSTRACT 10618

EC 01 0618 ED 024 177
Publ. Date Feb 68 123p.
Meyen, Edward L.; Carr, Donald L.
Law and Authority, An Essential Part of the Social Studies Program for the Educable Mentally Retarded (Awareness, Knowledge, Respect, Observance, Enforcement). Inservice Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-3

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; social studies; educable mentally handicapped; curriculum guides; safety education; law enforcement; laws; instructional materials; vocabulary; learning activities; lesson plans; core curriculum

Designed for inservice training, the guide provides basic information from which teachers of the educable mentally retarded can develop their own instructional program in social studies. The focus is on developing respect for law and authority. Suggestions are made for both incidental and systematic teaching. Three starter units for teaching law and order to the educable mentally retarded treat safety for the primary age level, bike riding for the intermediate age level, and understanding the law for the advanced level. Each unit includes the following: selection of unit; sub-units; general objectives; core area activities; resource materials; vocabulary; and lesson plans consisting of objectives, activities, resource materials, and an experience chart. The appendix provides 31 pages of sketches for use on bulletin boards or for making overhead projector transparencies. Forms for teacher evaluation of the guide are included. (LE)

ABSTRACT 10619

EC 01 0619 ED 024 178
Publ. Date (67) 131p.
Meyen, Edward L.; Carr, Donald L.
Homemaking for the Educable Mentally Retarded Girl. In-Service Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Education, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-4

Descriptors: exceptional child education; mentally handicapped; homemaking education; curriculum; consumer education; teaching methods; instructional materials; curriculum guides; educable mentally handicapped; money management; clothing instruction; foods instruction; nutrition; child care; personality; self care skills; hygiene

Designed for use with educable mentally handicapped girls, the guide stresses the importance of certain homemaking areas. They include grooming and personality, home management, foods and nutrition, clothing, and child care. For each area, an outline of suggested content is provided, specifying sub-units, general objectives, and activities. Sample lessons, additional resource materials, and a list of films and filmstrips are also included for each area. Sixty-one references and additional general resources are listed. Forms are provided for teacher evaluation of the guide. (LE)

ABSTRACT 10620

EC 01 0620 ED 024 179
Publ. Date (66) 220p.
Meyen, Edward L.; Carr, Donald L.
Science. In-Service Training Materials for Teachers of the Educable Mentally Retarded.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City, Iowa
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-5

Descriptors: exceptional child education; mentally handicapped; curriculum; sciences; curriculum guides; educable mentally handicapped; primary grades; intermediate grades; junior high schools; senior high schools; lesson plans; earth science; animal science; plant science; physical sciences; biological sciences; astronomy; spiral curriculum

Developed for the educable mentally retarded, this spiral program of science instruction presents its subjects on several levels for advanced study and reinforcement. Subjects covered are animals, plants, weather and seasons, earth and earth components, the universe, forces, and the human being. Guides for the primary, intermediate, junior high, and senior high levels include general objectives, activities, and sample experiences. A complete starter unit is included for the first three levels on pets, the senses, and the weather. Suggested resource materials are listed for all levels; forms are included for teacher evaluation of the material. (LE)

ABSTRACT 10678

EC 01 0678 ED N.A.
Publ. Date 68 408p.
Bangs, Tina E.
Language and Learning Disorders of the Pre-Academic Child: With Curriculum Guide.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech development; teaching methods; aurally handicapped

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed; communication, oral language, speech, written language, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms,

assessment, training, psychological factors, and labels for class placement are given for adapting the pre-academic curriculum guide for children with hearing impairment. A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then the beginning, pre-kindergarten, kindergarten, and readiness levels. Appendixes of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10756

EC 01 0756 ED 025 048
Publ. Date Jan 67 114p.
A Curriculum for the Residential Educable Child.
Southern Wisconsin Colony And Training School, Union Grove;
Wisconsin State Department Of Public Welfare, Madison, Division Of Mental Hygiene
EDRS mf,hc

Descriptors: exceptional child education; curriculum; mentally handicapped; educable mentally handicapped; curriculum guides; institutional schools; residential schools; physical education; vocational education; residential programs; institutionalized (persons); Southern Wisconsin Colony and Training School

Organized so that each teacher may use some latitude in planning teaching approaches, the guide describes the sequential curriculum used with educable mentally retarded children in a residential setting. Arithmetic, language arts, science, and social studies are outlined separately for preprimary, primary, and intermediate levels. Vocational units are outlined for vocational orientation shop, vocational orientation homemaking, and vocational orientation community living. Six appendixes outline supplementary activities in the following: 11 job training outlines for concurrent work experiences; industrial therapy work areas for patients who have completed the educable program; art program; music program; physical education; and speech and language development program. (DF)

ABSTRACT 10796

EC 01 0796 ED 025 872
Publ. Date (67) 302p.
Meyen, Edward L.; Carr, Donald L.
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-6

Descriptors: exceptional child education; mentally handicapped; health; adjustment (to environment); curriculum; social attitudes; social values; educable mentally handicapped; interpersonal competence; personal growth; emotional development; physical development; social development; health education; sex education; curriculum guides

Designed for educable mentally handicapped children, these lessons on social attitudes stress sex education and also present broader coverage of information relevant to the development of social skills. The pre-primary unit, for ages 4 to 7, includes lessons on healthy body image, proper toilet habits, male and female roles, sequence of growth, respect for others, and good self-image. Social development, growth, differences in people, understanding negative feelings, and human reproduction are covered in the primary section, for ages 7 to 9. The intermediate section, for ages 9 to 13, treats embryo and fetal development, social and physical development, and emotional and physical aspects of sexual maturation. For the advanced section, intended for ages 14 and over, blocks are given on personality, heredity, environment, basic needs, and emotions; adults, authority, the peer group, dating, premarital sexual relations, venereal diseases, smoking, alcohol, drugs, and sexual deviants; and marriage and family living. The lessons are illustrated and contain lists of resources materials. The guide concludes with a 75-item bibliography, a list of four kinds of instructional aids, and a list of books, pamphlets, and periodicals for suggested reading. (LE)

ABSTRACT 10812

EC 01 0812 ED 025 880
Publ. Date 68 57p.
Curriculum Guide for the Educable Mentally Handicapped.
South Carolina State Department Of Education, Columbia, Division Of Instruction
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; educable mentally handicapped; state curriculum guides; language arts; sciences; social studies; music; primary grades; state laws; intermediate grades; junior high schools; senior high schools; teaching methods; instructional materials; guidelines; program administration; South Carolina

Focusing on the general objectives of emotional, social, and academic development, and economic and physical growth, five areas of curriculum are described. The area of language arts includes motor, oral sensory development in readiness, habits and attitudes, reading, writing, spelling, and language. Arithmetic instruction is divided into primary, intermediate, and secondary levels; science and social studies concepts are presented for primary, intermediate, and junior and senior high levels. Singing and rhythms are included in music education. Appendixes list information on instructional materials centers and state guidelines for classes for the educable retarded. (RP)

ABSTRACT 10870

EC 01 0870 ED 011 715
Publ. Date 66 105p.
Oklahoma Curriculum Guide for Teacher-Coordinators of Educable Mentally Handicapped Students, Volume 4, Special Education-Vocational Rehabilitation Cooperative Program, Grades 10-11-12.
Oklahoma State Department Of Education, Oklahoma City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; educable mentally handicapped; secondary grades; state programs; instructor coordinators; social studies; communication skills; biological sciences; arithmetic; records (forms); vocational education; units of study (subject fields); state standards; Oklahoma City

The guide consists of four parts: an index of basic resource units and directions for their use, outlines for each unit, unit and student record sheets, and supportive materials, such as books and sources for free material. Based on the assumption that teachers of grades 1-9 have taught pivotal skills, the series of units provide for continuity of instruction. State board of education requirements for the educable mentally handicapped include six required units, three of which are in communicative skills and one each in social sciences, life sciences, and computational skills. Unit outlines for these subject areas plus vocations are presented. Twenty-two references are listed. (JZ)

ABSTRACT 10876

EC 01 0876 ED 011 421
Publ. Date 66 335p.
Calemine, Mary
A Tentative Guide for a Special Education Program, Junior High School Level.
Allegany County Board Of Education, Cumberland, Maryland
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; mathematics; vocational education; language arts; secondary grades; educable mentally handicapped; curriculum guides; social development; socialization; activities; instructional materials; family relationship; on the job training; homemaking education; family life; vocabulary; school orientation; arithmetic; citizenship responsibility; language development; social adjustment; records (forms); arithmetic curriculum; curriculum; Cumberland

Curriculum material for educable mentally retarded children is outlined. Three broad areas of instruction are as follow: social skills, including occupational training (with examples of forms for record keeping), family living, and community membership; arithmetic skills; and language skills. Material in each area is developed for presentation at three levels. In addition to unit content

suggestions, the guide includes objectives for each unit, suggestions for grouping pupils and examples of related activities. Instructional materials and bibliographies for teachers are included. (VO)

ABSTRACT 10916

EC 01 0916 ED 026 759
Publ. Date (68) 287p.
An Experimental Guide for Special Class Mathematics; A Curriculum Guide for Teachers of the Educable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; mathematics; teaching methods; educable mentally handicapped; curriculum guides; mathematical concepts; learning activities; mathematical vocabulary; mathematical applications; practical mathematics; mathematics curriculum; mathematics instruction; resource materials

Intended for the teacher of the educable mentally retarded, the guide uses three approaches to teaching mathematics: the systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Structured by developmental rather than grade levels, the guide organizes developing quantitative concepts (level 1), learning the basic processes (level 2), applying the basic processes in solving realistic, practical problems (level 3), and relating mathematical knowledge to independent adult living (level 4). At each developmental level content areas include developing a vocabulary of quantitative terms, numeration, developing the arithmetic processes, and practical application of quantitative abilities. Suggestions are given for resource materials, techniques, and activities in each area at each level. (DF)

ABSTRACT 11160

EC 01 1160 ED N.A.
Publ. Date 66 139p.
Withrow, Frank B. And Others
Social Hygiene Guide; Family Life and Development, Animal and Plant Life, Human Growth and Development, and Patterns of Accepted Social Behavior.
Illinois School For The Deaf, Jacksonville;
Illinois State Department Of Children And Family Services, Springfield
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0921
Illinois School For The Deaf, Jacksonville, Illinois.

Descriptors: exceptional child education; curriculum; aurally handicapped; primary grades; elementary grades; deaf; children; hygiene; social life; social development; family life education; plant science; sex education; biology; behavior; adjustment (to environment); learning activities; growth patterns; child development; lesson plans; curriculum guides; learning activities

Designed for 6 to 10-year-old children at the Illinois School for the Deaf, the social hygiene guide contains units on family life and development, animal and plant life, human growth and development (general), and social patterns. The family is stressed throughout the guide by materials which are chiefly pictorial. The unit on family life and development treats the members of the family and develops the concept of familial love. The unit on animal and plant life explores embryonic development (seeds, animals, humans), leading into human growth and development, which continues with pregnancy and stages in growth and care of a baby. A guide to patterns of accepted s9cial behavior aims to facilitate the child's adjustment to his environment by showing the importance of socially acceptable behavior, such as cleanliness, and good manners. Each lesson contains a statement of aims, including developing vocabulary, understanding a given concept, developing language skills, and comprehending and assimilating information. References are given for the materials and films suggested in each unit. The pictorial materials upon which each lesson is based are furnished (including two illustrated picture stories) and suggestions are given for learning activities, both observational (watching a chick hatch) and creative (drawing pictures of family members). (JB)

ABSTRACT 11522

EC 01 1522 ED 029 424
Publ. Date 68 88p.
An Experimental Curriculum Guide for Teachers of the Trainable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; teaching methods; self care skills; communication (thought transfer); recreation; self concept; health education; safety education; homemaking skills; sensory training; vocational education; practical mathematics; interpersonal competence; learning activities; number concepts; psychomotor skills; Elementary and Secondary Education Act Title III Project; ESEA Title III Project

An experimental curriculum guide for the trainable mentally retarded of all ages utilizes activities sequenced in order of difficulty. The unit on self understanding and self care treats physical self and personal care; the communication unit covers language development and observational and listening skills; the social competence unit considers self discipline, social amenities, respect for other people and property, and eating habits. Also included are units on health and personal and group safety; and on sensory and gross and fine motor skills. Further units are on quantitative concepts, with number concepts and practical application; practical skills, with homemaking, shop, custodial, and outdoor skills; and recreational skills with self motivation and leisure time. In all units, objectives are listed with techniques and activities suggested and materials and references provided. (SN)

ABSTRACT 11559

EC 01 1559 ED N.A.
Publ. Date 63 268p.
Wubben, Doris M.
Social Studies for the Mentally Handicapped Child; Experimental Revision of the Social Studies Section of Education of the Mentally Handicapped Child; A Guide for Elementary Teachers. Publication No. EC-194.
Los Angeles City Schools, California, Division Of Instructional Services
EDRS not available
Los Angeles City Schools, Division Of Instructional Services, 450 North Grand Avenue, Los Angeles, California 90012.

Descriptors: exceptional child education; mentally handicapped; curriculum; social studies; social studies units; special classes; elementary grades; curriculum guides; geography; instructional materials; learning activities

Integrating history, geography, and citizenship, this social studies curriculum guide is intended for mentally handicapped children. The primary level focuses on the city in which the children live and presents these units: the community and the city of Los Angeles; living and working in Los Angeles today; and Los Angeles, our city. Businesses, institutions, public services, geography, history and the regional relationship are included. The intermediate level is directed at the state and is divided into units on living and working in California today (including geography, agriculture, and industries), and California, our state (history and nature description). The upper level, directed at the nation, has units on living and working in the United States today (California and the nation, communication industries, the air age, and cities of the United States); and the United States, our nation (its growth, heritage, and neighbors). At each level of each unit, major understandings, suggestions for children's experiences, curriculum ideas, and references of from 3 to 73 items are given. A bibliography of 411 general reference books is also included. (BW/SN)

ABSTRACT 11659

EC 01 1659 ED N.A.
Publ. Date (65) 215p.
Antill, Francis, Ed., And Others
Day Care Center Curriculum Guide.
Louisiana State Department Of Hospitals, Division Of Mental Retardation
EDRS not available

Louisiana State Department Of Hospitals, Mental Retardation Division, 655 N. 5th Street, Baton Rouge, Louisiana 70804 ($1.75).

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; instructional materials; trainable mentally handicapped; self care skills; psychomotor skills; language development; interpersonal competence; safety education; health education; prevocational education; behavior rating scales; music activities; poetry; speech therapy; handwriting; behavior patterns; state programs; Louisiana

Content, materials, and teaching suggestions are provided for trainable retarded children in the following areas: self care skills; motor skills and coordination; communication; socialization; vocational training safety; health; and intellectual stimulation. Eleven supplements give additional information on toilet training, a perceptual survey rating scale, a music program for retarded children, finger plays, and poems, a speech readiness guide, writing, behavior traits which may require disciplinary action, the establishment of the day care center program in Louisiana, sample forms, sample daily schedules, and a list of materials and equipment. A bibliography is included. (RJ)

ABSTRACT 11683

EC 01 1683 ED 030 238
Publ. Date 69 150p.
Suo, Minnie A.; Willemin, Helen
Educable Mentally Retarded; Level II.
Fort Worth Public Schools, Texas
EDRS mf,hc
CURR-BULL-602

Descriptors: exceptional child education; curriculum guides; mentally handicapped; educable mentally handicapped; citizenship; family life education; food; clothing; transportation; communications; recreational activities; perceptual motor coordination; sensory training; health education; safety education; bibliographies; audiovisual aids; prevocational education; interpersonal competence; number concepts; language skills; Fort Worth; Texas

An introduction to the curriculum guide for educable retarded children with mental ages from 5.0 to 6.6 discusses the philosophy of educating the retarded, goals, the educable program, the readiness program, use of the guide, and a suggested daily schedule. Suggested units treat the following: citizenship and patriotism, family and school, shelter, foods, clothing, transportation, communication, recreation and leisure, and seasons and holidays. For each unit there is an introduction, list of objectives, list of motivating activities, methods to develop physical, personal and social, and vocational competencies, evaluation questions, suggested visual aids, and suggested books and stories. Bibliographies for teachers and parents, a behavior rating scale, and a parent permission slip for field trips are included. (RJ)

ABSTRACT 11861

EC 01 1861 ED N.A.
Publ. Date 66 101p.
Withrow, Frank B. And Others
Social Hygiene Guide; Dating and Courtship, Marriage, Childbirth, and Family Living, and Employment and Financial Adjustment to Life.
Illinois School For The Deaf, Jacksonville;
Illinois State Department Of Children And Family Services, Springfield
Office Of Education, Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0971

Descriptors: exceptional child education; curriculum; aurally handicapped; deaf; adolescents; social life; social development; family life education; sex education; lesson plans; curriculum guides; hygiene; dating (social); marriage; pregnancy; family relationship; employment; prevocational education; consumer education; emotional adjustment; social adjustment; personal adjustment; vocational adjustment; secondary grades

Part of a series of social hygiene guides developed at the Illinois School for the Deaf, and intended for high school age students, this dating and courtship guide (12 lessons) is concerned with dating, going steady, preparing for marriage, love, engagement, and weddings. Marriage, childbirth and family living (eight lessons) cover social, emotional, and sexual adjustment, the anatomy and physiology of reproduction, pregnancy and child rearing. The employment and financial adjustment guide (19 lessons) provides information concerning job interviews and applications, income, unions, dismissals, and fringe benefits. Also found are lessons on savings, working wives, banking, insurance, budgeting, and the effect of economic factors in marital adjustment. Usually containing stated objectives, the lessons are outlined, indicating points to be covered and suggesting methods of presentation, such as having outside speakers or showing movies. In some lessons, unfamiliar words are listed in a vocabulary section. Assignments are detailed; and handout materials include questionnaires, diagrams, and sample forms. References are found in each lesson; bibliographies of books, pamphlets, and films are provided. (JB)

ABSTRACT 11862

EC 01 1862 ED N.A.
Publ. Date 66 97p.
Withrow, Frank B. And Others
Social Hygiene Guide; Social Growth and Development, Physical Growth and Development, and Mental Growth and Development.
Illinois School For The Deaf, Jacksonville;
Illinois Department Of Children And Family Services, Springfield
Office Of Education, Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0971

Descriptors: exceptional child education; curriculum; aurally handicapped; social life; deaf; secondary grades; adolescents; lesson plans; social development; peer groups; sex education; physical health; physical development; heredity; mental development; mental health; personality; student evaluation; social maturity; family life education

The Adolescent Level Committee at the Illinois School for the Deaf devised a series of social hygiene guides in the subject area of growth and development. The material consists of detailed lesson plans prepared for 12- to 16- year-olds and is divided into three areas. The social growth section discusses the family, peer groups, the opposite sex, and social maturity (14 lessons). The area of physical growth includes growth in general terms, change during adolescence, heredity, and personal health (13 lessons). The entire unit is based on the University of Oregon film Human Growth, and it is recommended that the film be purchased. The mental growth section discusses mental health, personality, developing independence, and moral responsibility (4 lessons). Each unit of lessons states objectives for the subject area. Lessons are outlined, indicating points to be covered and suggesting both materials and methods for presentation. A summary sheet (for handout) follows each lesson, indicating what concepts and vocabulary the student should have learned. References to recommended materials are provided in each lesson; and a bibliography of pamphlets, books, and films concludes each section. (JB)

ABSTRACT 11903

EC 01 1903 ED N.A.
Publ. Date 64 200p.
Dickey, John E. And Others
Problems in American History: An Examination of Conflicting Interpretations.
Jefferson County Public Schools, Louisville, Kentucky, Department Of Supervision And Curriculum Development
EDRS not available
Jefferson County Education Center, 3332 Newburg Road, Louisville, Kentucky 40218.

Descriptors: exceptional child education; gifted; curriculum; social studies; curriculum guides; grade 11; high school students; annotated bibliographies; course objectives; American history; history instruction

Developed for use with advanced eleventh year American history classes, this curriculum guide presents lessons ranging topically from the American Revolution to the present. Each section contains objectives, content outline, an introduction which serves as a frame of reference, major premises, a bibliography of annotated primary and secondary

sources (including works on issues represented and biography sources on personalities), several suggestions for student activities, and several thought questions for class use. Suggestions for evaluation techniques, a list of references from college textbooks, and a 387-item bibliography are included. (RM)

ABSTRACT 11929

EC 01 1929 ED N.A.
Publ. Date 68 50p.
Fitzhugh, Edythe, Ed.
Programs for Educable Mentally Retarded; Objectives and Goals. Curriculum Series Number 1.
Indiana Department Of Public Instruction, Indianapolis, Division Of Special Education
EDRS not available
Indiana Department Of Public Instruction, 200 W. Washington Street, Indianapolis, Indiana 46204.

Descriptors: exceptional child education; mentally handicapped; state programs; educational objectives; self concept; communication skills; educable mentally handicapped; elementary grades; secondary grades; health education; safety education; leisure time; travel training; family life education; prevocational education; self care skills; interpersonal competence; fine arts; consumer education; curriculum guides; Indiana

Objectives and goals for a unified curriculum are delineated for primary, intermediate, junior high, and high school-age students. The 12 objectives common to all age levels are building a positive self concept, reinforcing positive relationships with others, developing and increasing ability to communicate ideas, learning to maintain good physical health, building safety consciousness, developing ability to use leisure time wisely, increasing efficiency in traveling and moving about, learning to adjust to the forces of nature, developing the ability to earn a living, building and reinforcing homemaking skills and attitudes, acquiring the ability to manage money, and developing knowledge and abilities in the arts. Self care and social skills, oral language development, and sensory experiences are emphasized at the primary level; reading and social skills at the intermediate level; social and academic skills as well as job orientation at the junior high level; and further social development and academics as well as prevocational experiences at the senior high level. (MS)

ABSTRACT 11934

EC 01 1934 ED N.A.
Publ. Date 65 96p.
Curriculum Guide for Educable Mentally Handicapped.
Department Of Education, Edmonton, Alberta, Canada
J. M. Dent & Sons, Ltd., 100 Scarsdale Road, Don Mills, Ontario, Canada.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; identification; consumer education; educable mentally handicapped; special classes; report cards; family life education; unit plan; language arts; mathematics; social studies; teaching methods; industrial arts; art activities; physical education; music; industrial arts; home economics education; speech instruction; Alberta; Canada

The educable mentally handicapped child is defined and his characteristics and identification are discussed; also discussed are selection for special classes, educational goals, class and curriculum organization, and recording and reporting progress. Curriculum guides are presented on three levels: junior, or ages up to 11, intermediate, ages 12 to 15, and senior, ages above 15. These guides cover language arts, including both language and reading, arithmetic, including both the readiness and the actual programs, and social living. Guides are also presented for arts and crafts, music, physical education, household economics, and industrial arts. Appendixes provide the following: a discussion of speech development; suggestions for the development of individual booklets with a limited, controlled sight vocabulary; sample report cards; and sample units of work in home economics and industrial arts. (LE)

ABSTRACT 11956

EC 01 1956 ED 030 992
Publ. Date Nov 68 144p.
Planning an Arithmetic Curriculum for the Educable Mentally Retarded. Special Education Curriculum Development Center, an In-Service Training Program.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883-7

Descriptors: exceptional child education; mentally handicapped; curriculum; mathematics; teaching methods; mathematical models; mathematical concepts; mathematical applications; time; practical mathematics; elementary school students; secondary school students; money management; sequential learning; educable mentally handicapped; curriculum guides

The guide, intended as a model for teachers who will develop their own arithmetic curriculum materials, introduces concepts sequentially from simple to complex and continues them from one level to the next at increasingly more difficult and abstract levels. The program is arbitrarily cut into four levels to correspond to school divisions: primary (ages 6 to 9), intermediate (ages 9 to 12), junior high (ages 12 to 14), and senior high (ages 14 to adulthood) which is oriented to job requirements and money management. It presents concepts or skills to be developed, suggests teaching methods and aids, and indicates practical ways for students to use these concepts and skills. Three sample units present 10 to 14 lessons on the personal approach to numbers (primary level), time (intermediate level), and checking account procedures (senior high level). (LE)

ABSTRACT 11956

EC 01 1978 ED 031 010
Publ. Date 69 256p.
Stark, Edward S., Ed.
Special Education; A Curriculum Guide.
EDRS not available
Charles C Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62703 ($13.50).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; physically handicapped; curriculum guides; trainable mentally handicapped; educable mentally handicapped; minimally brain injured; self care skills; perceptual development; work study programs; sheltered workshops; sensory training; language arts; arithmetic; health; safety; social studies; sciences; vocational education; ancillary services

Curriculum guides, some primarily outlines, others largely comments, are presented for three areas of exceptionality. Those for the mentally retarded include guides for the educable on the preprimary, primary, intermediate, and junior high school levels, and in the work study program and the sheltered workshop; a guide for the trainable retarded is also provided. Guides for the brain injured treat the elementary and junior high level; a guide describes a curriculum for the severely physically handicapped. A discussion of rounding out the curriculum is included. (JD)

ABSTRACT 20162

EC 02 0162 ED 031 830
Publ. Date Jan 69 210p.
Life Experience Starter Units, Set 2.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; curriculum guides; instructional materials; teaching methods; educable mentally handicapped; recreation; dating (social); industrial arts; unit plan; experience charts; educational resources; educational objectives; lesson plans; family life education; social studies; health; Iowa

The guide discusses preliminary steps and preparation of lesson plans for writing life experience units, and presents starter units which suggest directions for teachers to follow in unit completion. The starter units are on

learning to be healthy and pets at the primary instructional level, recreation and the state of Iowa at the intermediate instructional level, and teen dating and home maintenance at the advanced instructional level. (LE)

ABSTRACT 20168

EC 02 0168 ED 031 836
Publ. Date 68 111p.
Lindsay, Zaidee
Art is for All; Arts and Crafts for Less Able Children.
EDRS not available
Taplinger Publishing Company, Inc., 29 East 10th Street, New York, New York 10003 ($5.50).

Descriptors: exceptional child education; art; mentally handicapped; painting; art activities; sculpture; printing; handicrafts; theater arts; educable mentally handicapped; slow learners; art materials; paper (material); sewing instruction

Art activities for educationally subnormal children are presented in the areas of painting, carving, printing, paper construction, mosaics, collages, paper and wire sculpture, embroidery, and a puppet theatre. Seventy-two illustrations provide examples of students' work for each area; suggestions for teachers are included. (RD)

ABSTRACT 20233

EC 02 0233 ED N.A.
Publ. Date 67 267p.
Goldstein, Herbert
The Illinois Plan for Special Education of Exceptional Children; A Curriculum Guide for Teachers of the Educable Mentally Handicapped.
Illinois University, Urbana, Institute Of Research For Exceptional Children; Illinois State Office Of Public Instruction, Springfield, Division For The Education Of Exceptional Children
EDRS not available
The Interstate Printers And Publishers, Inc., 19 N. Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; mentally handicapped; instructional materials; administration; curriculum guides; educable mentally handicapped; state programs; Illinois

Educational goals for the educable mentally handicapped are discussed and primary and secondary characteristics of educable students are described. Curriculum units are presented for primary, intermediate, and advanced levels. A life functions section includes units on citizenship, communicating, home and family, leisure time, management of materials and money, occupational adequacy, physical and mental health, safety, social adjustment, and travel. For each unit, objectives and motivating activities are stated as well as correlations with language arts, arithmetic, unit activities, and fine and practical arts. Units on areas of knowledge include arithmetic, fine arts, language arts, physical education, practical arts, science, and social relationships. Each specifies objectives, areas or stages of development, source materials, and teacher references. Procedures in the organization and administration of special classes are also considered, including integration, evaluation, daily schedule, and supplies and equipment. (LE)

ABSTRACT 20418

EC 02 0418 ED N.A.
Publ. Date 67 58p.
Arithmetic Guidelines for Special Education.
Alaska State Department Of Education, Juneau
EDRS not available
Alaska State Department Of Education, Alaska Office Building, Juneau, Alaska 99801.

Descriptors: exceptional child education; handicapped children; arithmetic curriculum; curriculum guides; instructional materials; learning activities; skill development; lesson plans; Alaska

The guide for special education classes in arithmetic is divided into five levels of difficulty. Each level presents the skills to be developed, suggested activities, and materials needed. The lesson plans have diagrams throughout. (JM)

ABSTRACT 20485

EC 02 0485 ED N.A.
Publ. Date 68 107p.
Special Education Curriculum Guidelines; Trainable Mentally Retarded.
Shelby County Schools, Memphis, Tennessee
EDRS not available
Shelby County Schools, 160 South Hollywood Avenue, Memphis, Tennessee 38112.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; social adjustment; nutrition; physical education; self care skills; safety education; language development; number concepts; music education; art; elementary grades; handicrafts; program evaluation; student evaluation; color; Memphis; Tennessee

Intended as a guide to assist trainable retardates, the test includes general goals and basic understandings, activities, materials, and evaluation. Units cover the following social adjustment; health (physical education, nutrition, and body care); community helpers; safety; language development; numbers; music; color; arts and crafts; work tasks leading to vocational rehabilitation; evaluation of program; and evaluation of child. Each unit lists sources of information. (LE)

ABSTRACT 20581

EC 02 0581 ED 014 162
Publ. Date Dec 64 105p.
Program Planning for Retarded Classes; Special Education Curriculum Guide for the Mentally Retarded.
Dade County Public Schools, Miami, Florida, Special Education Department
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; teaching methods; educable mentally handicapped; trainable mentally handicapped; preschool children; school programs; vocational education; arts and crafts; language arts; mathematics; music; physical education; reading; sciences; social studies

Five programs are presented for mentally handicapped students including preschool retarded, severely retarded, primary educable retarded, intermediate educable retarded, and junior and senior educable retarded. Social studies, language, arithmetic, music, art and crafts, physical education, science writing, spelling, occupational training, and reading are outlined by objectives and activities. Suggested lists of from seven to 56 items are provided; teacher bibliographies are given at the end of each program. (SN)

ABSTRACT 20583

EC 02 0583 ED 011 714
Publ. Date Jun 65 90p.
Course of Study for Educable Mentally Retarded. Shelby County Schools.
Sheldy County Board Of Education, Memphis, Tennessee
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; vocational education; communication (thought transfer); educable mentally handicapped; instructional materials; arithmetic; sciences; health; art; music; language arts; teaching methods; skill development; Shelby County Tennessee

Designed for use with the educable mentally handicapped, the guide suggests objectives, content, and teaching methods for the communicating skills (reading, spelling, language, writing), the enumerating skill (arithmetic), the living skills (health and science), and the enriching skills (art and music). Each of these skill areas is discussed separately for the primary, intermediate, and secondary levels. A section on vocational education includes objectives, content, and methods. Specific materials are listed for music activities. (MY)

ABSTRACT 20584

EC 02 0584 ED 012 123
Publ. Date Sep 65 88p.
Cappello, Joseph F.; Shapiro, Arthur
Employment Orientation and Related Fields. A Curriculum Guide for Teachers of High School Age Educables.
East Windsor School District, Highstown, New Jersey
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; family (sociological unit); curriculum guides; educable mentally handicapped; secondary grades; prevocational education; consumer education; art; student evaluation; sex education; instructional materials; teaching methods; learning activities

Designed to help teachers prepare retardates for employment, the guide presents employment orientation units on finding a job, holding a job, and protecting workers. Related areas described are taxes, insurance, banking, budgeting, the family, reproduction, and the growing up processes. Eachunit contains an outline of curriculum content, suggested classroom activities including arts and crafts and trips, related resource materials, and ways to evaluate student learning. A 130-item bibliography includes books, pamphlets, films, and filmstrips. (VO)

ABSTRACT 20630

EC 02 0630 ED N.A.
Publ. Date 66 82p.
Family Life-Secondary; Curriculum Guide for the Retarded Educable.
Philadelphia Public Schools, Pennsylvania, Division Of Special Education
EDRS not available
Philadelphia Public Schools, Division Of Special Education, 21st Street And Parkway, Philadelphia, Pennsylvania 19103.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; instructional materials; family (sociological unit); educable mentally handicapped; secondary grades; family life education; resource materials; clothing; hygeine; money management; foods instruction

The curriculum guide on family life for the teenage educable mentally retarded includes units on the family, living together in the home, clothing and personal care, food, and family and personal problems (developing maturity, earning and managing money, helping elderly and handicapped persons, preparing for marriage and family life, and caring for children). Each unit includes objectives, content, suggested activities and related experiences, suggestions for evaluation, projects for enrichment, lists of familiar words, and resource materials including books, films and filmstrips. (LE)

ABSTRACT 20646

EC 02 0646 ED N.A.
Publ. Date 66 130p.
Kidd, John W.
Curriculum Guide: Trainable Mentally Retarded Children and Youth.
St. Louis County Special School District, Rock Hill, Missouri
EDRS not available
Special School District Of St. Louis County, 9820 Manchester Road, Rock Hill, Missouri 63119.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; interpersonal competence; physical education; self care skills; leisure time; language arts; number concepts; music; art; handicrafts; homemaking education; job training; psychomotor skills; physical fitness; recreational activities; student valuation; family life education; curriculum guides; Missouri

Specific objectives, implementing experiences, and resources in four areas of development are presented for trainable mentally retarded children (ages 6 to 21) on primary, intermediate, and advanced levels. Aspects of social development include adjustment, self care skills, environmental orientation, and leisure time activities; physical development covers conditioning exercises, motor skills, structured play, and evaluation; development of intellect treats language arts, number concepts, arts and crafts, and music; and occupational development includes homemaking and job training. Members of the curriculum committee and an academic expectancy chart are presented. (RD)

ABSTRACT 20688

EC 02 0688 ED N.A.
Publ. Date 68 267p.
Engel, Rose C.
Language Motivating Experiences for Young Children.
EDRS not available
Don Figge Associates, 6518 Densmore Avenue, Van Nuys, California 91406 ($4.95).

Descriptors: exceptional child education; early childhood education; language development; language enrichment; language programs; language instruction; learning experience; sensory experience; art activities; cooking instruction; dramatic play; music activities; perceptual motor learning; science activities; story reading; instructional trips; group activities; lesson plans; instructional materials

In response to teacher demand, the book presents source materials of experiences suitable for use in a variety of programs for young children. Introductory material reviews speech and language acquisition and development. A chart shows normal language development from 1 month through 7 years with suggestions for program planning including equipment and proper climate for language. The major portion of the book is devoted to lesson plans and experiences in specific curriculum areas: art, cooking, daily procedure, dramatic play, material experiences, motor activities, music, science, sensory experiences, stories, trips, water play, small group activities, and available books for teachers and children. Each lesson lists necessary materials and outlines procedures. Included are appendixes with language evaluation scales, a check list, profile sheet, and a table of developmental progress. (JB/JM)

ABSTRACT 20775

EC 02 0775 ED N.A.
Publ. Date 66 255p.
Special Education Guide for Fayette County Public Schools.
Fayette County Public Schools, Lexington, Kentucky, Department Of Instruction
EDRS not available
Fayette County Public Schools, 400 Lafayette Parkway, Lexington, Kentucky 40503.

Descriptors: exceptional child education; program guides; state programs; curriculum guides; educable mentally handicapped; physically handicapped; homebound; speech handicapped; aurally handicapped; trainable mentally handicapped; primary grades; intermediate grades; secondary school students; work study programs; educational objectives; language arts; arithmetic; art education; handicrafts; music; health education; learning activities; Fayette County (Kentucky)

The philosophy, objectives, and administration policies are presented, and descriptions of the programs for the orthopedically handicapped, homebound, speech and hearing impaired, trainable and educable mentally retarded are provided. The program for the educable mentally retarded is explored on the primary, intermediate, and junior high levels in terms of activities and materials for language arts, arithmetic, arts and crafts, music, health and safety, science, social studies, and social skills. A three phase work-study program for educable mentally retarded senior high students and a bibliography are included. (RD)

ABSTRACT 20810

EC 02 0810 ED 032 673
Publ. Date (67) 86p.
A Resource Guide in Sex Education for the Mentally Retarded.
American Association For Health, Physical Education And Recreation, Washington, D. C., School Health Division; Sex Information And Education Council Of The United States, New York, New York
EDRS mf,hc
Director, Project On Recreation And Fitness For The Mentally Retarded, AAHPER, 1201 16th Street, N. W., Washington, D. C. 20036.

Descriptors: exceptional child education; mentally handicapped; sex education; curriculum guides; instructional materials; program planning; body image; sex (characteristics); physical characteristics; sexuality; role perception; social relations; dating (social); social responsibility; peer relationship; child care; pregnancy; marriage; audiovisual aids; books

A rationale for sex education introduces a curriculum guide which includes suggested steps for developing programs with the retarded and which is organized into curriculum content, sample activities, and resource material. Expanded in outline form are these topics: awareness of self, physical changes and understanding of self, peer relationships, and responsibility to society. The resource section lists printed materials, audiovisual aids, and packets, indicates their pertinence to one or more of the topics, and gives the level of difficulty. A form for evaluating the publication is included. (RJ)

ABSTRACT 20842

EC 02 0842 ED N.A.
Publ. Date Sep 67 209p.
Course of Study; Basic Experiences for Special Classes of Educable Mentally Retarded Children, Elementary and Secondary Level.

San Jose Unified School District, California
EDRS not available
San Jose Unified School District, 1605 Park Avenue, San Jose, California 95126.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; instructional materials; self concept; elementary education; secondary education; curriculum planning; activities; educable mentally handicapped; language arts; general science; social studies; health education; arithmetic

The course of study for educable mentally retarded children includes social understandings, environmental understandings, academic competencies (both language arts and quantitative concepts), and a basic materials and equipment list for primary, intermediate, junior high, and senior high age levels. Specific content, activities, and materials are suggested for each area, and a student evaluation sheet is provided. (RD)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council For Exceptional Children, Washington, D. C.
EDRS mf
The Council For Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 20908

EC 02 0908 ED 021 360
Publ. Date 68 129p.
Suo, Minnie Alice; Willemin, Helen
Educable Mentally Retarded, Level I.
Fort Worth Public Schools, Texas
EDRS mf,hc
FWPS-CURR-BULL-NO-601

Descriptors: exceptional child education; mentally handicapped; curriculum; curriculum guides; self care skills; physical development; social development; vocational development; personality development; citizenship; family life education; food; physical environment; clothing; recreation; leisure time; educable mentally handicapped; primary grades; special programs; interpersonal competence; skill development; activities; social studies; sciences; units of study (subject fields)

Intended for teachers of special classes of educable mentally retarded children aged 6 to 8 (mental age 3.5 to 4.9), the guide stresses skills necessary to the development of physical, personal and social, and vocational competency. An introduction defines philosophy and goals, outlines the educable mentally retarded program and the readiness program, and explains the use of the guide. Suggested units include citizenship and patriotism, home and family, foods, shelter, clothing, travel, recreation and leisure, and the seasons. Each of the units provides an introduction and lists objectives and motivational activities. Suggested activities are arranged according to the skills and competencies being developed. Bases for evaluation, films, and books and stories for children are also listed for each unit. A bibliography for teachers cites curriculum guides (five), books (23), periodicals (two), filmstrips (19), and records (26). A bibliography for parents includes six items. Appendixes provide forms for pupil evaluation and parent permission for field trips. (BW)

ABSTRACT 20927

EC 02 0927 ED 027 661
Publ. Date Jul 67 152p.
Curriculum Guide for Aiding Teachers in Establishing Academic Programs for the Mentally Retarded.
North Carolina State Department Of Mental Health, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum; teaching methods; art; handicrafts; health; physical education; home economics; industrial arts; library education; self care skills; music; prevocational education; language arts; family life education; equipment; student evaluation; educable mentally handicapped; instructional materials; North Carolina

Objectives, skills, and activities are listed for the retarded in primary and intermediate classes in the areas of sensory skills, reading, writing, numbers, science, and social skills; subjects for secondary classes (divided into two levels) are social adjustment, communication skills, number concepts, prevocational training, science, and social studies; audiovisual materials and field trips are suggested. A curriculum guide covers the areas of student evaluation, arts and crafts, health and physical education, home economics, industrial arts, library use, music, and prevocational training. Each area contains a list of objectives; some provide special outlines for intermediate and primary students. (LE)

ABSTRACT 20931

EC 02 0931 ED 027 668
Publ. Date 68 265p.
An Experimental Guide for Special Class, Social Studies; A Curriculum Guide for Teachers of the Educable Mentally Retarded.
Southeast Region Special Education Service Center, Downey, California
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; social studies; self concept; self care skills; health education; family life education; educable mentally handicapped; safety education; citizenship; basic skills; learning activities; resource materials; films; books; teaching methods; California

The guide utilizes systematic teaching of basic skills, the unit approach to apply skills and concepts from several subject areas to a common topic, and the incidental application of learned skills to current experiences. Emphasis is on the sequential development of concepts related to daily living. Material includes seven major topics: self, family, neighborhood, school, community, state, and nation and world. Each topic appears at four developmental levels with emphasis on subject matter appropriate for the particular developmental level. The outline lists content, resource material, and suggested teaching techniques and activities. (LE)

ABSTRACT 20954

EC 02 0954 ED 033 494
Publ. Date Sep 68 248p.
Curriculum Guide: Educable Mentally Retarded, Senior High Program; Little Rock Public Schools.
Arkansas State Department Of Education, Little Rock, Special Education Section
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; curriculum guides; mentally handicapped; secondary grades; social studies; English; mathematics; general science; home economics; vocational education; instructional materials; American government (course); American history; driver education; family life education; interpersonal competence; educable mentally handicapped

Emphasizing social and economic growth of the educable retarded secondary student, provision is made for lesson and unit plans which give information on vocational and educational opportunities and which develop habits, attitudes and skills necessary for the individual to

hold a job. The basic skills to be taught, books and materials useful in presentations, and suggestions and teaching aids for enrichment are given for grades 10, 11, and 12. Included in the sequential social studies units are American history and government, job skills, driver training, map skills and world geography. Activities are suggested for each grade in functional English, functional mathematics, and functional science. Grade 10 includes a unit on home economic skills with emphasis on human development and family, food and nutrition, housing, and textiles and clothing. Units for Grade 12 include a pre-vocational orientation which prepares the student for employment interviews, job skills and work attitudes. An appendix gives a dictionary of vocational vocabulary along with sample forms of employment applications, social security cards, wage comparisons for various occupations, and checking account statements. (WW)

ABSTRACT 20955

EC 02 0955 ED 033 495
Publ. Date Sep 68 226p.
Curriculum Guide: Educable Mentally Retarded, Elementary School Programs; Little Rock Public Schools.
Arkansas State Department Of Education, Little Rock, Special Education Section
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; curriculum guides; mentally handicapped; educable mentally handicapped; primary grades; instructional materials; basic skills; teaching methods; reading; prevocational education; interpersonal competence; self concept; reading; language arts; mathematics; sciences; handwriting; intermediate grades

A guide for the special education instructional program gives directions, scope and sequence, subject matter skills, and teaching suggestions for educable mentally retarded elementary students. At the primary level, activities are centered around readiness materials, motor and sensory training, personal hygiene, habit training, speech improvement and emotional control. Activities at the intermediate level concern subjects in the basic areas (reading, phonics, English, writing, spelling and mathematics). Activities, materials, and resources are given for a developmental science program with units in safety, health, food, clothing, communication, weather, transportation, earth, plants, animals, birds, and insects. Diagnostic reading vocabulary lists and math placement tests are included. A bibliography includes lists of publisher's addresses and curriculum guides. (WW)

ABSTRACT 20956

EC 02 0956 ED 033 496
Publ. Date Sep 68 266p.
Curriculum Guide: Educable Mentally Retarded, Junior High School Program; Little Rock Public Schools.
Arkansas State Department Of Education, Little Rock, Special Education Section
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; junior high school students; educable mentally handicapped; basic skills; prevocational education; learning activities; English; mathematics; sciences; home economics education; family life education; social studies: instructional materials

To help prepare the junior high student for personal and social adjustment, units and activities are geared to provide functional learning experiences in situations that will benefit the educable mentally retarded in his daily life. Units covered in grades 7, 8, and 9 include social studies, functional English, functional mathematics, functional science, home economics (human development, food and nutrition, housing, textiles and clothing) and prevocational orientation. Included in each unit is an outline list of basic skills, books and materials helpful for concept formation, and suggested activities and resources for reinforcement and enrichment. Emphasis in the prevocational unit is on occupational analysis, development of the individual for occupational placement, job retention, and job advancement. (WW)

ABSTRACT 20958

EC 02 0958 ED 033 498
Publ. Date Aug 69 83p.
Art Integration: a Teaching Program for the Mentally Retarded.
Iowa University, Iowa City;
Special Education Curriculum Development Center, Iowa City
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-002883-0499
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; art; core curriculum; teaching methods; art materials; art activities; teaching methods; handicrafts; instructional materials

To aid the teacher of the mentally retarded in integrating art into other subject areas, two sample projects and two five-lesson units with core activities, one on clothing and one on the state of Iowa, are presented. In addition, suggestions for teachers are listed along with the expectations of normal children and the basics of good art. Directions are given for the use of the media of clay, fingerpaint, watercolor, tempera, crayon, paper, and other materials; craft projects and ideas for core area activities are proposed. Appendixes list art materials, supply and equipment companies, and books for both teachers and children. (JD)

ABSTRACT 21083

EC 02 1083 ED N.A.
Publ. Date Aug 69 173p.
Understanding the Law: A Guide for Teaching the Mentally Retarded.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department Of Public Instruction, Des Moines;
Office Of Education (DHEW), Washington, D. C.
EDRS not available
Iowa State Department Of Public Instruction, Statehouse, Des Moines, Iowa 50309.

Descriptors: exceptional child education; mentally handicapped; instructional materials; teaching guides; lesson plans; law instruction; audiovisual aids; delinquent behavior; adolescents; legal responsibility

A guide in teaching the retarded to understand the law includes 23 lesson plans which are supplemented by nine dialogues for tape recordings, 15 transparencies, six worksheets, and an examination. The guide is introduced by background reading information for the teacher and all necessary materials, transparencies, worksheets, dialogues, and photographs, are provided. Drawings are used throughout. The plan itself utilizes a dramatic technique in which a teenager steals a record from a discount store, is caught, and turned over to the police. (JM)

ABSTRACT 21204

EC 02 1204 ED N.A.
Publ. Date 68 43p.
Cooperative Program--Educable Mentally Retarded.
Mississippi State Department Of Education, Jackson
EDRS not available
Supervisor Of Special Education, State Department Of Education, P. O. Box 771, Jackson, Mississippi 39205.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; educational programs; secondary education; vocational development; curriculum guides; course content; course objectives; arithmetic; language arts; social studies; health; recreation; physical education; art activities; music; prevocational education; Mississippi

Pupils enrolled in the Special Education-Vocational Rehabilitation Cooperative Program at the secondary level receive educational benefits designed to help bridge the gap between special education and employment. The general goal of this program and specific objectives for the client are delineated, and the curriculum developed for the realization of these objectives is presented. An outline of the content of courses in arithmetic, language arts, social studies, health and safety, recreation, physical education, arts and crafts, and music is given. Each unit is developed through a stated purpose, specific objectives and

concepts for the client to acquire, vocabulary to be developed, activities which can be utilized, and a bibliography of related material. (WW)

ABSTRACT 21298

EC 02 1298 ED 029 073
Publ. Date 67 43p.
Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists. Suggested Activities and Study in Developing Oral-Verbal Language Skills.
Milwaukee Public Schools, Wisconsin, Division Of Curriculum And Instruction
EDRS mf,hc

Descriptors: exceptional child education; curriculum guides; instructional materials; speech instruction; verbal development; language development; activities; Project Speech and Language Development

This curriculum guide, devised in the Speech and Language Development Project in the Milwaukee public schools, lists activities in decoding, memory, association, and encoding, and outlines four study units to stimulate language development. References to instructional aids (books, filmstrips, instructo flannel materials, records, pictures, etc) are also presented. The curriculum is designed for instructing economically disadvantaged children in the primary grades and older educable mentally handicapped youth. For an evaluation of the project, see ED 029 058.

ABSTRACT 21457

EC 02 1457 ED N.A.
Publ. Date 68 178p.
Meyen, Edward L.; Carr, Donald L.
Life Experience Starter Unit: Set No. 1.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; lesson plans; educational objectives; instructional materials; experience charts; clothing instruction; school orientation; self care skills; budgeting; money management; prevocational education; travel; travel training

Developmental steps to writing life experience units for the educable retarded are outlined and six units are partially completed. Objectives of the unit, sub-units, core activities, resource materials, vocabulary words, and lesson plans are provided for primary units on school orientation and clothing, intermediate units on grooming and taking a trip, and advanced units on preparing for work experience and budgeting. Each lesson plan contains objectives, activities, resources, and ideas for experience charts. Forms for teacher evaluation of the material are included. (RJ)

ABSTRACT 21503

EC 02 1503 ED N.A.
Publ. Date 68 241p.
Special Education Curriculum Guides.
Shelby County Schools, Memphis, Tennessee
EDRS not available
Shelby County Schools, 160 South Hollywood Street, Memphis, Tennessee 38112.

Descriptors: exceptional child education; learning disabilities; perceptually handicapped; curriculum guides; identification; class organization; instructional materials; teaching methods; grouping (instructional purposes); perceptual development; student rehabilitation; regular class placement; learning activities; Memphis; Tennessee

The curriculum guide for perceptually handicapped children discusses identification of the child and class organization, specific materials and methods to develop perception, and preparation of the child for return to a regular class. Also presented is a resource unit to correlate language arts skills. Extensive line drawings of materials accompany the texts, and activities are indicated throughout. (LE)

ABSTRACT 21557

EC 02 1557 ED N.A.
Publ. Date 67 51p.
Special Education: Program of Studies for the Trainable Child, Cores I, II, and III.
Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina
EDRS not available
Winston-Salem/Forsyth County Schools, Granville Drive, Winston-Salem, North Carolina 27101.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; interpersonal competence; self care skills; arithmetic curriculum; reading instruction; writing skills; practical arts; instructional materials; social skills; North Carolina

Introduced by a philosophy of special education for the trainable mentally handicapped and descriptions of the trainable child and teacher qualities the guide divides the program into primary trainable (6 to 10 years), intermediate (10 to 15 years), and older trainable (16 to 21 years). Each level presents guides for social skills; the self help skills of physical development, personal care, and safety; a materials list; and practical skills including home care, sewing, crafts, workshop activities, yard care, and garden care for the intermediate and older levels plus nursing care for the older group. Academic skills listed for the primary level are discrimination, verbalization, and reading, writing, and arithmetic; for the intermediate group academics are reading and arithmetic; and for the older range reading, writing, and arithmetic. (JM)

ABSTRACT 21639

EC 02 1639 ED N.A.
Publ. Date 62 173p.
Advance Program Spanish: Grades 2-10, Summer, 1962.
Jefferson County Public Schools, Louisville, Kentucky, Department Of Supervision And Curriculum Development
EDRS not available
Jefferson County Education Center, 3332 Newburg Road, Louisville, Kentucky 40218.

Descriptors: exceptional child education; gifted; language instruction; Spanish; curriculum guides; language guides; instructional materials; enrichment activities; language skills; elementary grades; secondary grades; advanced programs; accelerated courses

The bulletin, written basically in the English language, is one of a series of curriculum guides developed for use in the Advance Program, a special educational program for academically gifted students in the Jefferson County Schools in Kentucky. The philosophy and purpose of the curriculum development program are presented. A suggested time schedule for the second language program is included, and curricular information is provided encompassing the elementary Spanish first course through the Spanish II advance program for the tenth grade. The guide is published in columnular form, and data are included on the skill or unit to be taught, basic sources for materials and/or information, classroom enrichment activities, individual activities, supplementary books or materials, and suggested means of evaluation. An extensive section pesents a general bibliography for Spanish in the advance program; and a listing of materials, the address for purchase, and item cost. A chart of boys' and girls' English given names and their Spanish equivalent is provided, and detailed directions are given for numerous Spanish games. The concluding portion is composed of the Spanish lyrics of many familiar Spanish songs. (JM)

ABSTRACT 21651

EC 02 1651 ED N.A.
Publ. Date 65 199p.
Curriculum Guide for Teachers of the Educable Mentally Retarded.
De Kalb County School System, Atlanta, Georgia
EDRS not available
De Kalb County School District, 556 North McDonald Street, Atlanta, Georgia 30312.

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; curriculum guides; primary grades; intermediate grades; secondary grades; academic education; vocational education; lesson plans; social studies; language arts; learning activities; instructional materials; mathematics; health; sciences; art; music; safety education; driver education; guidance

The program guide presents the objectives, content, activities, resources, and materials, and anticipated functional results of programs on the primary, intermediate, and secondary levels of education for the educable mentally handicapped. The primary level includes lessons in social studies, listening and speaking, reading, writing, spelling, arithmetic, health and safety, science, art and music. Discussed on the intermediate level are the same areas, but for the secondary level the guidance, social studies, reading, English, mathematics, science, safety and driver training, and occupations are considered. (JM)

ABSTRACT 21657

EC 02 1657 ED N.A.
Publ. Date 67 33p.
Special Education: Program of Studies for the Junior High Educable Child, Core III.
Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina
EDRS not available
Winston-Salem/Forsyth County Schools, Granville Drive, Winston-Salem, North Carolina 27101.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; junior high school students; language arts; social studies; mathematics curriculum; physical education; music education; handicrafts; homemaking education; industrial arts; course descriptions; North Carolina

Designed for use with junior high educable mentally handicapped students, the curriculum guide presents objectives, descriptions, and course content suggestions. Courses discussed are communications arts including listening, speaking and language, reading, handwriting, typing, and spelling; social studies; and functional mathematics. Other courses described are physical education, arts and crafts, homemaking, industrial arts, and music. An accumulative resource book (EC 005 272) supplements the guide. (JM)

ABSTRACT 21706

EC 02 1706 ED N.A.
Publ. Date 67 58p.
Arithmetic Guidelines for Special Education.
Alaska State Department Of Education, Juneau
EDRS not available
Alaska State Department Of Education, Alaska Office Building, Juneau, Alaska 99801.

Descriptors: exceptional child education; handicapped children; arithmetic curriculum; curriculum guides; instructional materials; learning activities; skill development; lesson plans; Alaska

The guide for special education classes in arithmetic is divided into five levels of difficulty. Each level presents the skills to be developed, suggested activities, and materials needed. The lesson plans have diagrams throughout. (JM)

ABSTRACT 21954

EC 02 1954 ED 036 933
Publ. Date Nov 69 208p.
Music for the EMR: Teacher's Handbook.
Iowa State Department Of Public Instruction, Des Moines;
Iowa University, Iowa City, Special Education Curriculum Development Center
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-2883

Descriptors: exceptional child education; mentally handicapped; music; teaching methods; singing; educable mentally handicapped; musical instruments; music activities; audiovisual aids; curriculum guides

The goals of teaching music to the educable mentally handicapped are discussed and a sample unit lesson plan is provided. Also considered are presenting and teaching the song, using rhythm instruments, playing the autoharp, and planning listening activities. Over three-fourths of the handbook consists of singing activities for primary and intermediate and secondary levels including goals, songs of different types, and teaching methods. Appendixes list over 50 recordings, books, and audiovisual aids. (JD)

ABSTRACT 21990

EC 02 1990 ED 036 003
Publ. Date 69 157p.
Educable Mentally Retarded; Level III.
Fort Worth Public Schools, Texas
EDRS mf,hc
CURR-BULL-603

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; instructional materials; self care skills; physical activities; personal growth; social development; interpersonal competence; vocational education; home economics education; unit plan; music activities; language instruction; mathematics instruction; science instruction; learning activities; intermediate grades

The guide incorporates a variety of physical, personal, social, and vocational experiences to be achieved by educable intermediate pupils. Nine resource units, designed around the four areas, emphasize the development of competency to perform simple tasks at home and the development of a sense of responsibility. Each unit includes an introduction, the objectives to be met, a listing of motivating activities, developmental goals including specific learning activities, a vocabulary list of new words, a teacher evaluation, suggested audio-visual aids, and suggested supplementary books for pupils. Unit titles are citizenship and patriotism, family and community, housing the family, feeding the family, clothing the family, traveling in the community, communicating with other people, physical fitness and recreation, and seasons and holidays. A bibliography is provided for teachers which lists curriculum publications, books, periodicals, filmstrips, records and pamphlets with related activities; several books are listed for parents. An appendix gives a check list for the evaluation of a pupil's level of competency on educational and developmental tasks and a sample field trip permission slip. (WW)

ABSTRACT 21997

EC 02 1997 ED 036 010
Publ. Date 68 174p.
Guidelines for Program Development, Special Education, Volume III.
Texas Education Agency, Austin
EDRS mf,hc
B-673

Descriptors: exceptional child education; learning disabilities; curriculum; state programs; minimally brain injured; program administration; vocational education; language arts; mathematics; sciences; social studies; creative activities; motor development; perceptual development; language development; individual development; educational methods; parent teacher conferences; behavior patterns; student evaluation; Texas

The Texas public school program for the minimally brain injured is outlined; guidelines are provided for screening, identifying, and evaluating the brain injured. The development of interpersonal relationships is described, with suggestions given for establishing behavioral controls and for conducting parent conferences and counseling; the structuring of the classroom is explained. Over one half of the document details the curriculum for the following: developmental areas, including motor, perception, language, and social and emotional development; academic areas, including five communicative arts, arithmetic, science, and social studies; and creative areas, including arts and crafts, dramatics and creative play, and music. The vocational program is also surveyed. Evaluation of the guidelines is discussed; 128 professional references, including tests and reading programs, are listed. Appendixes provide definitions of the brain injured child, forms used in the Texas program, and lists of suggested equipment, materials, and supplies. (JD)

ABSTRACT 21998

EC 02 1998 ED 036 001
Publ. Date 69 241p.
Hennigan, Pecolia K., Comp.
Curriculum Guide: Primary-Intermediate.
Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; primary education; intermediate grades;

language arts; reading; arithmetic curriculum; social studies; science curriculum; health education; art education; handwriting instruction; spelling instruction; lesson plans; instructional materials; word lists; learning activities; Charlotte; North Carolina

Described as a working plan to assist elementary special education teachers in programing, the guide is prefaced by discussions of the philosophy of special education and the goals and characteristics of the educable mentally handicapped. The curriculum areas covered are language arts and the primary studies of language arts, reading, arithmetic, social studies, science, health and science, and art. The intermediate level of each area is also included with the addition of handwriting and spelling. The expected achievements in both ranges are indicated, and appendixes of the Dolch Basic Sight Vocabulary, signs, sample lesson plans, films, and a bibliography are provided. (JM)

ABSTRACT 21999

EC 02 1999 ED 036 012
Publ. Date 69 230p.
Alston, Ray, Comp.; Moody, Florence, Comp.
Curriculum Guide: Junior-Senior High School.
Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; curriculum guides; mentally handicapped; junior high school students; high school students; lesson plans; language arts; reading; arithmetic curriculum; social studies; science curriculum; health education; vocational education; prevocational education; instructional materials; word lists; learning activities; Charlotte; North Carolina

A continuation of the primary guide (EC 004 852E), the curriculum guide for junior high and high school is introduced by a philosophy of special education and the characteristics and goals of the educable mentally handicapped. The curriculum areas for junior high include the language arts of listening, speaking, handwriting, spelling, and grammar, reading, arithmetic, social studies, science and health, and prevocational training. The same basic courses are covered for high school level courses with the addition of vocational information. The expected achievements of both groups are outlined, and the Dolch Basic Word List, sample lesson plans, graduation requirements, film lists, and a bibliography are appended. (JM)

ABSTRACT 22210

EC 02 2210 ED 037 862
Publ. Date 68 152p.
Special Education: Program of Studies for Senior High School, Core IV.
Winston-Salem/Forsyth County Schools, Winston-Salem, North Carolina
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; vocational education; educable mentally handicapped; secondary school students; art; handicrafts; business education; homemaking education; graphic arts; language arts; mathematics education; nurses aides; power mechanics; reading; clothing instruction; shop curriculum; typewriting; prevocational education

A curriculum guide for senior high school educable retarded pupils, based on activities undertaken during the first 2 years of the special program, is oriented toward job training and preparation. Purposes, course structure, and objectives are given for each of the following areas of study: arts and crafts, binding, business practice, driver education, foods and related services, graphic arts, language arts, mathematics, mechanical drawing, nurse's aide, power mechanics, reading, sewing and clothing instruction, shop, social competence, and typing. Lists of references and films are provided. (RJ)

ABSTRACT 22402

EC 02 2402 ED N.A.
Publ. Date (68) 335p.
Curriculum Suggestions for Educable Mentally Handicapped Program in Junior High School.
Tulsa Public Schools, Oklahoma
EDRS not available
Department Of Special Education, Tulsa Public Schools, 3027 South New Haven, Tulsa, Oklahoma 74145.

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; junior high school students; communication skills; mathematics curriculum; social studies units; health education; vocational education; leisure time; family life education; science curriculum; Tulsa (Oklahoma)

The curriculum guide is designed for junior high school educable mentally handicapped children. Each topic is divided into objectives, suggested activities, and references and materials. The major headings include communications, mathematics and economics, social studies, health, science, and family living, vocational skills, a transition unit from junior high to senior high school, leisure activities, and a bibliography. (JM)

ABSTRACT 22511

EC 02 2511 ED 038 781
Publ. Date Aug 67 237p.
Curriculum Guide for Teachers of Trainable Retarded Children.
Missouri State Department Of Education, Jefferson City
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; trainable mentally handicapped; instructional materials; learning activities; self care skills; health education; social development; safety education; sensory training; perceptual development; language development; physical development; creative development; academic education; family life education; vocational education

Curriculum for the trainable mentally handicapped is developed on the primary, intermediate, and young adult levels. Units treat self care and personal health, interpersonal relations, safety education, and sensory and perceptual training. Additional units cover language, physical, and creative development as well as functional academics, home living, and vocational preparation. (JD)

ABSTRACT 22516

EC 02 2516 ED 038 786
Publ. Date Feb 68 100p.
Special Education Guide for Robertson County Schools.
Robertson County Schools, Mt. Olivet, Kentucky
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; curriculum guides; handicapped children; curriculum design; language arts; arithmetic; social development; teaching methods; vocational education; instructional materials; learning activities; Kentucky

Introduced by background information on all exceptionalities, the educational guide presents a general curriculum for use with the educable mentally retarded on a beginning and intermediate level. Areas of concern are language arts, arithmetic skills, social skills, and vocational information. The guide presents suggestions for games, specific learning activities for specific desired skills, arts and crafts, and music appreciation. Materials needed and instructional techniques are also discussed. (JM)

ABSTRACT 22532

EC 02 2532 ED 038 802
Publ. Date 69 187p.
Learning Difficulties. Working Copy, 1969.
Jefferson County Board Of Education, Louisville, Kentucky
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; perception; perceptual motor learning; curriculum guides; visual perception; auditory perception; psychomotor skills; instructional materials; learning activities; teaching methods; tests; educational games; sensory training; auditory training; body image

The conditions of learning and the causes of learning difficulties are defined; identification of children with learning disabilities is considered. Half of the document is a curriculum guide for remediation through the visual, auditory, and motor approach; problems, symptoms, diagnoses, representative activities, and materials are detailed. About one-third of the document consists of appended tests and suggestions for

teaching methods and materials. A glossary and bibliography of professional and instructional materials are also included. (JD)

ABSTRACT 22535

EC 02 2535 ED 038 805
Publ. Date 69 282p.
Curriculum Suggestions for the Educable Mentally Handicapped Program in Elementary Schools.
Tulsa Public Schools, Oklahoma, Department Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; teaching methods; instructional materials; learning activities; language arts; mathematics; physical education; perceptual motor learning; sciences; social studies; art; social development

Classroom management of educable retardates is discussed; sample schedules for elementary classrooms are provided. Unit plans for readiness, primary, and intermediate levels cover the following: topical areas, communications, mathematics, physical education and perceptual motor training activities, and recurring life situations. Also, holiday resource material and professional reference books are listed; methods and projects in arts and crafts are presented. For each unit instructional materials, learning activities, and teaching methods are specified. (JD)

ABSTRACT 22550

EC 02 2550 ED 038 821
Publ. Date Feb 70 78p.
Dymond, Gerald E. And Others
A Curriculum for the Residential Trainable Child. Eighth Edition.
Southern Wisconsin Colony and Training School, Union Grove
Wisconsin State Department of Health and Social Services, Madison
EDRS mf, hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; residential programs; trainable mentally handicapped; vocational education; homemaking education; self care skills; communication skills; psychomotor skills; work experience programs; concept formation; social development; art; music; admission criteria

The trainable child's needs and abilities are considered; criteria for admission to and exclusion from the training school program are discussed. Curricula for children aged 5 to 9, 7 to 12, and 12 to 17 are then reviewed; all are grouped around expressive activities and self care, social, motor, academic, and vocational skills. Also presented are the work orientation program, providing advanced classroom and integrated work experience for ages 17 to 20, and the vocational and home living programs. Appendixes treat concurrent work experiences, industrial therapy, music, art, speech and hearing, and field trips. (JD)

ABSTRACT 22709

EC 02 2709 ED 039 651
Publ. Date 68 100p.
Hogan, Sister James Lorene
The What? When? and How? of Teaching Language to Deaf Children--Preschool and Primary Grades.
Fontbonne College, St. Louis, Missouri
EDRS not available
Sister James Lorene Hogan, Fontbonne College, Wydown And Bigbend Blvds., St. Louis, Missouri 63105.

Descriptors: exceptional child education; aurally handicapped; language development; curriculum guides; preschool children; deaf; learning activities; language arts; communication skills; teaching methods

Three levels of work in language development for preschool and primary age deaf children are presented, along with suggested daily schedules and yearly programs. Skills covered are speech, lipreading, auditory training, and language. Instructions are given for teaching activities in the areas of the various parts of speech and types of sentences. Additional activities include calendar work, news and experience stories, special expressive work, games and occupations, vocabulary development, and beginning composition. (GD)

ABSTRACT 22717

EC 02 2717 ED 039 659
Publ. Date Apr 70 158p.
Language Development Activities for the Educable Mentally Retarded.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; language arts; educable mentally handicapped; listening; handwriting; oral expression; composition (literary); language development; learning activities; teaching methods; language skills; instructional materials

Language development activities for the educable mentally handicapped are explained. Lessons are presented for units in listening, oral expression, handwriting, and written expression. All lessons delineate scope, instructional objective, level, activity, resource materials, and variations. Additional activities and equipment are listed. Also, experiences conducive to language are described and means of integrating language into the curriculum are considered. Materials for each unit are appended. (JD)

ABSTRACT 22719

EC 02 2719 ED 039 661
Publ. Date 69 104p.
Curriculum Guide for Teachers of Educable Mentally Retarded--Primary.
Palm Beach County Schools, West Palm Beach, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; primary grades; behavioral objectives; instructional materials; teaching methods; lesson plans

Designed for use with primary level educable mentally handicapped children, the guide lists general objectives, gives a unit and a daily lesson plan on wise buying from the grocery or stationary store, and explains how to make experience charts. Over three-fourths of the guide consists of behavioral objectives with general objectives and terminal behavior specified and the following listed: communicative and functional skills, subject area, suggested methodology, and materials. (JD)

ABSTRACT 22720

EC 02 2720 ED 039 662
Publ. Date 69 143p.
Curriculum Guide for Teachers of Educable Mentally Retarded--Junior-Senior.
Palm Beach County Schools, West Palm Beach, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; secondary grades; adolescents; behavioral objectives; instructional materials; teaching methods; lesson plans

General behavioral objectives are listed for both junior and senior high level educables; unit and lesson plans on job safety and budgeting are provided; a unit on voice and diction is included. Over half of the document presents behavioral objectives, arranged according to general objectives, and lists terminal behavior, communicative and functional skills, subject areas, suggested methodology, and materials. (JD)

ABSTRACT 22721

EC 02 2721 ED 039 663
Publ. Date 69 133p.
Curriculum Guide for Teachers of Educable Mentally Retarded--Intermediate.
Palm Beach County Schools, West Palm Beach, Florida
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; curriculum guides; educable mentally handicapped; intermediate grades; behavioral objectives; instructional materials; teaching methods; lesson plans

General objectives for intermediate level educable retardates are stated; a unit on home and family is provided along with a first day lesson plan and daily schedule. Over 100 pages of the guide list behavioral objectives arranged in terms of general objectives and specify terminal behavior, communicative and functional skills, suggested methodology, and materials. (JD)

ABSTRACT 22816

EC 02 2816 ED N.A.
Publ. Date 63 161p.
Butler, Jane

Curriculum Guide Special Education Volume II: A Guide for Developing a Community Program for the Trainable Mentally Retarded.
Texas Education Agency, Austin
EDRS not available
Texas Education Agency, Austin, Texas.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum guides; public schools; preschool curriculum; interpersonal competence; communication skills; self help programs; vocational education; physical education; environmental education; leisure time

The report describes a curriculum for training in the pre-school years and presents an overview of a public school program for age groups 6 to 10 years, 10 to 13, and 13 and older. Main emphasis is on the scope and sequence of the public school curriculum, which includes sections on social competency, communication, self-help skills, physical competencies, understanding the environment, use of leisure time, and occupational skills leading to economic contribution. Planning by the teacher is presented through samples of monthly, weekly, and daily plans and evaluation. The remainder of the guide deals with interpersonal relationships and post school years. The bibliography includes 67 items. The appendixes consist of samples of record forms, suggestions on reading psychological reports, an equipment and supply list, and a rating scale for the young trainable child. (BW)

ABSTRACT 22866

EC 02 2866 ED 040 518
Publ. Date 69 103p.
Scheer, Ralph M. And Others
Community Preparedness for Retardates.
Austin State School, Texas
Public Health Service (DHEW), Washington, D. C.
EDRS not available
Austin State School, P. O. Box 1269, Austin, Texas 78767.

Descriptors: exceptional child education; mentally handicapped; social development; program descriptions; curriculum guides; social adjustment; hygiene; sex education; dating (social); course descriptions; leisure time; self care skills; vocational adjustment

Education of institutionalized mentally handicapped adolescent males in adjustment to adulthood is explained; program curriculum and evaluation by attendants is reviewed. Course content is outlined in the following areas: grooming for males, social hygiene and sex education, communication and transportation, the individual and the law, current events, bicycle training, dating, constructive use of leisure time, money management, and the world of work. For each area, the population involved and final examination results are also described. (JD)

ABSTRACT 22875

EC 02 2875 ED 040 527
Publ. Date 69 61p.
Occupational Education--Curriculum for Secondary Level Mentally Retarded.
Buffalo Public Schools, New York, Division Of Curriculum Evaluation And Development
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; vocational education; curriculum guides; educable mentally handicapped

The vocational education program for educable retarded secondary students is summarized. Units are presented in the following areas: reasons people work; job analysis; skills concomitant to securing a job; seeking employment; holding a job; and relationships with labor organizations. (JD)

ABSTRACT 22910

EC 02 2910 ED N.A.
Publ. Date 67 70p.
Molitor, M. Graham, Comp.
A Curriculum for the Residential Trainable Child: Seventh Edition.
Southern Wisconsin Colony And Training School, Union Grove
EDRS not available
Southern Wisconsin Colony And Training School, Union Grove, Wisconsin 53182.

Descriptors: exceptional child education; mentally handicapped; trainable mentally handicapped; curriculum; residential programs; special schools; training objectives; self care skills; educational programs; work experience programs; music education; speech curriculum; physical education; Southern Wisconsin Colony and Training School

Presented is a curriculum to meet the needs of the trainable mentally handicapped developed at the Southern Wisconsin Colony and Training School. The curriculum for the three levels of the trainable program, for children 5-17 years of age, is detailed, as is the curriculum for Work Orientation. Work Orientation, which could be referred to as the secondary program for trainable children, introduces to persons 17-20 years of age experiences associated with gainful activity (basic work habits and skills). Work experiences are integrated with classroom activities when appropriate. Work Orientation II (the second track) enrolls persons 17-22 years of age who demonstrate potential for some degree of economic usefulness. Shop and homemaking programs are offered to them. Also covered is the Community Living program, for returning persons to the community. Appended is information on concurrent work experiences and descriptions of specialized and supporting programs (music, speech and language, physical education, and field trips). (KW)

ABSTRACT 23046

EC 02 3046 ED N.A.
Publ. Date Aug 67 85p.
Suggested Curriculum Outline in Language Grades One Through Six.
Austine School For The Deaf, Brattleboro, Vermont
EDRS not available
Richard K. Lane, Headmaster, Austine School For The Deaf, Brattleboro, Vermont.

Descriptors: exceptional child education; aurally handicapped; deaf; language development; language arts; curriculum guides; language patterns; expressive language

The guide outlines curriculum for deaf children (grades 1 through 6) in both structural and original language. The section on structural language treats parts of speech and structural patterns and principles; the section on original language covers news, letters, stories, descriptions, and general procedures in writing. (JD)

ABSTRACT 23383

EC 02 3383 ED N.A.
50p.
Amo, Margaret R.
Homemaking Skills for E.M.R.'s.
EDRS not available
Mr. Jack R. Lamb, Director, Exceptional Child Education, Hillsborough County Public Schools, Florida.

Descriptors: exceptional child education; educable mentally handicapped; home economics education; clothing instruction; cooking instruction; homemaking skills; nutrition instruction; sewing instruction

Designed to provide teachers of educable mentally retarded children with a workable tool of homemaking skills, the curriculum guide includes material on food preparation, nutrition, home care, and sewing skills. Specific sections of the guide cover: cooking skills, nutrition and health, recipes, sewing skills, simple sewing projects, and home care skills. (MS)

ABSTRACT 23577

EC 02 3577 ED 042 310
Publ. Date Jun 70 77p.
Materials for Secondary School Programs for the Educable Mentally Retarded Adolescent.
New England Materials Instruction Center, Boston, Massachusetts
Boston University, Massachusetts, School Of Education
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; work study programs; instructional materials; bibliographies; educable mentally handicapped; adolescents; resource materials; curriculum guides; audiovisual aids

Compiled are materials related to work study programs for the educable mentally handicapped adolescent. Items listed include professional books, textbooks, resource aids, journals and articles, curriculum guides, instructional materials, and audiovisual aids. The materials are grouped according to academic areas (mathematics, science, social studies, English, reading), vocational education (general, industrial arts, home economics, jobs, trades), and social skills (general, safety, driving, recreation, home care, health, social adjustment). Also

included are sections on supplementary audiovisual materials, tests, and professional books. Some materials are breifly annotated; detailed descriptions of the others are available from the retrieval filing system at New England Materials Instruction Center. (KW)

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